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The JOURNAL of EDUCATION

Twice a Month for Better Schools

DECEMBER 3, 1934

Can He *Apply* His Knowledge?
IRVING R. MELBO

Silent-Oral Wins in Test
BYRON C. KIRBY

Teachers I Could Do Without
IRL H. DULEBOHN

A Square Deal for Ruralites
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The JOURNAL of EDUCATION

Twice a Month for Better Schools

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•

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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Can He *Apply* His Knowledge?

By IRVING R. MELBO

California State Department of Education
Sacramento

Not what the pupil knows but what he can do with what he knows, should be the test of successful learning.

NEARLY all present-day testing is largely a matter of *reproduction,* the giving back to the teacher of knowledge previously acquired. Whether the test be objective or subjective apparently makes but little difference. During the past three years an analysis has been made of approximately 1,000 different classroom tests used in various grade levels ranging from the elementary school to the graduate school. In all but a few notable exceptions these tests primarily attempted to measure the student's mastery of certain specific items of knowledge by requiring him to reproduce them either by definite recall or recognition. This practice implies that learning has been reasonably complete and successful if the *reproduction* of specific facts has been fairly accurate. But is it?

On the contrary, the learning process is complete only in so far as *application* takes place. Only when some use is found for any certain item of knowledge has the learning been complete. Man's entire history abounds in excellent examples of this very elementary educational principle. When the father in a primitive tribe communicated to his son the art of fire-making the learning process was complete only when the son could actually produce a creditable fire. When the modern parent attempts to impress upon his offspring the importance of saying "please" and "thank you" as a vital part of good manners the learning process is complete only when the offspring actually uses those good manners in the proper situations.

Much of the present educational theory is in agreement with this view-point. Witness the stand taken by Dewey*: "The learning process has been unduly dominated by a false psychology. It has been falsely supposed that we learn from things; instead, we learn from the use of things. We know what objects are when we know what to do with them. . . . The meaning of a thing comes from its use. . . . The use to which a thing is put is a part of its meaning, and the essential part. . . ."

There may be times when the reproduction of facts becomes application of knowledge, but such instances appear to be relatively infrequent. Can it be assumed, for example, that the sociology student who can glibly hand back to a teacher on a test paper the names of the egocentric desires has thereby completed the learning process in so far as those specific items of knowledge are concerned? Probably not until he can apply that knowledge to recognize the egocentric desires as they function and to guide his own behavior accordingly has he completed, if then, learning about them. Strictly speaking, learning of any kind cannot be merely the giving out and the taking in of facts. There must be consideration of the final step—application.

Why should not this principle of application as the end of the learning process be made a part of testing practice? It is neither impossible nor too difficult. During the past few years experiments have been made in a number of social science classes with a type of test called, for lack of a better name, an "application test." In these tests the attempt has been to measure learning, not by mere mastery of specific facts, but by the student's ability to apply his knowledge. Obviously, any application of knowledge would have to be made in terms of a problem situation presenting itself for solution. In large part, at least, the problem situation must be based on common elements in the experience of all the students to be tested. Consequently, the "application test" calls for the diagnosis of a problem situation and its solution in terms of whatever knowledge may be applicable. Below is an actual example of a part of one "application test."

Mr. Blair Is Puzzled

Mr. Blair supervised the playground activities of the Hilton School. He came out at noon one day to find Jim, a freshman in high school, attempting to walk

*Horne, H. H., "The Democratic Philosophy of Education." The Macmillan Company, New York, 1932. pp. 28-29.

the length of a round pipe running horizontally about ten feet above the ground. Jim was being watched by an admiring group of student spectators, many of whom shouted encouragement to him.

In a few minutes they all left to take part in a contest which Mr. Blair, for reasons of his own, had started in another part of the grounds. He soon noticed twelve-year-old Henry leave the contest and sneak off somewhere by himself. Mr. Blair followed at a safe distance.

Henry picked up the same balance stick which Jim had used, climbed up the pipe, and began to walk the length of it. Apparently satisfied, he returned to the contest, unaware that the puzzled Mr. Blair had seen him.

QUESTIONS

1. What basic reasons can you give to explain the conduct of Jim? Henry? Mr. Blair?
2. What were the probable effects of the spectators on each of the following: Jim? Henry? Mr. Blair?
3. From your own experience, give a similar but not necessarily parallel situation, and prove your contention of similarity.

In dealing with the above problem situation the student is first required to analyze it thoroughly and determine its salient relationships to the course which he has been studying. He must ask himself: "What have I studied that deals with general situations of this type?" Next he must judge which specific items of knowledge or general principles are applicable to this particular problem situation. Perhaps, in attempting to answer the first question, the student immediately thinks of the four egocentric desires. Accordingly, he may reason that Jim's behavior was either an attempt to appease his desire for (1) new experience, or (2) social approval, or (3) both. Henry, however, tried the same feat without benefit of known spectators, and therefore it was unlikely that he was actuated by the desire for social approval at the immediate time. Both Henry and Jim used a balance stick. Could this be explained by the desire for security? But which one or what combination of the egocentric desires explains the behavior of Mr. Blair? Perhaps the principle of sublimation or anticipation or some other factor must be taken into account before the situation can be correctly analyzed and solved.

•

At any rate, the student must make constant application of the facts and principles learned in the course in order to pass the examination. If he makes a reasonably successful application of the facts and principles involved, the learning process may be said to be relatively complete. He has thus demonstrated his ability to make actual use or application of what he has learned rather than merely to reproduce certain things parrot-like without any attempt at application. What more can be asked of the learner (socially good or right application assumed) or of any test?

Granted for the time being that the "application test" is theoretically superior to those tests which require only *reproduction* of facts, the practical-minded educator will no doubt be concerned about the ease of construction, administration, scoring, and other pertinent matters, such as validity and reliability. In many respects construction of an "application test" will be vastly more difficult than the formulation of an essay, true-false, completion, multiple-choice, or matching questions test now commonly used. It will require greater ability on the part of the teacher, a keener and deeper understanding of the objectives and subject-matter of the course. To work out a number of problem situations which will sample the material taught with a reasonable degree of satisfaction is no easy matter. To be sure, the "application test" appears to sample intensively rather than extensively, but it must be remembered that its function is to test the student's ability to *apply* what he has learned. It may be argued that a test of one's ability to apply what he has learned should be extensive rather than intensive, but such an argument is not necessary, for upon close analysis almost any course may be broken down into a small compact body of pertinent principles and facts surrounded by much that is irrelevant or of questionable value. Consequently, if the problem situations treat of the really vital material covered in the course, the question of adequate sampling becomes at once less serious. While the extent of sampling depends largely upon the teacher's skill in constructing problem situations, it must be remembered that this same factor of teacher skill is also present in the construction of any other form of classroom examination.

•

The "application test," while used only in certain social science courses by this writer, probably holds possibilities of rather wide usage. It is definitely not limited to any certain field or fields of knowledge. In fact, many teachers of certain subjects are now using a form of the "application test" as best suited to measuring student learning in their respective subjects. Grading of the "application test" can be made reasonably objective by the construction and use of a check list enumerating the basic principles or facts applicable to the solution of any given problem situation. Questions as to the validity and the reliability of the "application test" can hardly be answered without further and more extensive experimentation,

but it may be ventured here that neither appears too difficult of attainment.

Student reactions to the "application test" are interesting and perhaps indicative of several things. Almost without exception they agree that the "application test," while more difficult, provides them with a better and fairer opportunity to demonstrate their *real knowledge* about any given course. In commenting on the "application test" after having taken one, many of them said that this type of examination would free them from becoming "memory slaves" charged with the task of remembering a host of petty details and unrelated facts for purposes of later reproduction. Others said this type of examination, if used regularly, would enable them really to learn "something about the course."

While it is recognized that the "application test" as described herein is still in the experimental stage, and undoubtedly encumbered with objectionable features, yet it appears to offer an avenue of escape from the perhaps more objectionable features of present *reproduction* testing practice and an opportunity to make testing truly a measurement of the extent to which the learning process has been completed.

Silent-Oral Wins in Test

By BYRON C. KIRBY
Principal, Oliver Platoon School
South Bend, Indiana

The author experimented with two modes of teaching reading—the silent and the silent-oral. Silent was a poor second.

THE individual, in whatever field he finds himself, is constantly beset with perplexing and difficult problems. The way in which he solves these difficulties determines the degree of his success or failure. One cannot too early learn that there is a right and a wrong way of procedure; that the method of attack is of vital importance; and finally and most important of all, that there is no essential connection between absolute right and one's desires.

Education must progress; it will progress. But in the process it is necessary to draw a sharp distinction between the essential and the non-essential; the fundamental and the irrelevant. Success demands familiarity with all principles, the ability to evaluate accurately and to administer scientifically. Automobile manufacturers do not expect the public to buy experimental cars, neither should educators expect it to buy empirical educational techniques.

Reading is the most important subject in the curriculum; it is the key to a knowledge of sociology, economics, history, religion, government, astronomy, philosophy and everything else; it is prerequisite to understanding, appreciation, wisdom. This does not mean that the ability to pronounce words glibly and accurately leads to wisdom, or that the power to scan sentences and paragraphs with lightning-like rapidity is fundamental to understanding. Reading functions only when one can read thoughtfully, intelligently, analytically; and reason reaches its fullest fruition only when the wide field of information is at the command of the individual—when he can read. Wisdom implies the ability to reason, together with a knowledge of essential facts to be used as raw material in the thought processes.

Two outstanding methods of teaching reading are in vogue today; namely, the silent and the silent-oral. Adherents of the first school contend that word study, phrase study and practice in oral reading are not only unnecessary but that they are actual impediments to achievement in reading. Smith in his book, "*The Teaching of Silent Reading*," expresses the opinion of this school in these words: "Our present social needs demand more effective methods of reading than those which have been emphasized in the past. Recent scientific investigation has repeatedly proved that extensive practice in rapid, comprehensive silent reading satisfactorily meets these needs."

Those who favor the oral-silent method are of the opinion that systematic daily word study, the study of definitions, syllabication, phonics, daily oral reading and silent reading are all essential elements of an effective technique. The adherents of this school believe that learning to read is fundamentally a two-fold project; that it consists of both silent and oral aspects. They believe that an individual cannot read unless he knows words and the meaning of words any more than one can build a brick wall if he does not know what bricks are or how to lay them. Learning to read English is analogous to learning to read Latin; one must learn words and their meaning, he must read orally so the teacher can check his pronunciation, accent, emphasis and knowledge of words and, finally, he should read a great amount of easy material silently for the purpose of review and the unfoldment of interest.

Watkins expresses this view in his book, *"How to Teach Silent Reading to Beginners."* "It is becoming clear that a distinction should be made between oral and silent reading. This does not mean that oral reading is not valuable, but rather, that it must not be confused with objectives peculiar to silent reading." Oral reading is necessary for the purpose of teaching words, definitions, pronunciation, inflection and the ability to read aloud entertainingly and effectively. Silent reading is just as important for other reasons, namely, to increase the rate and the general extent of reading. Silent and oral reading are integral parts of one complete system rather than independent and antagonistic systems themselves.

•

During the years 1930-1931 and 1931-1932 we conducted a study in the Oliver Platoon School to determine the relative merits of the silent and the silent-oral methods of teaching reading. Throughout the first year all teachers from the 2-B to 6-A inclusive used the silent method; that is, the children read all their material silently. Word study, phrase study and oral phases of the work were given minor emphasis. The teachers checked comprehension by means of discussions and tests. The second year these same teachers used the silent-oral method, stressing daily: (1) word study; (2) definitions of the words in number one; (3) syllabication; (4) common phonics; (5) oral reading; and (6) silent reading.

•

Three points in connection with the experiment are important. (1) The teachers did not know that they were contributing to a study. No effort was made to control variables or to create artificial situations. What we did was to teach according to two methods that are actually in use; measure the results and compare them. That, after all, is the procedure that is actually valuable. The health inspector, for example, in checking on the product of a given dairy does not warn the delivery man that he is going to sample his milk on a given day, but, rather, he unexpectedly meets him on his route, takes a quart of milk being delivered under natural conditions and analyzes it. Under these conditions the results are significant.

•

(2) Throughout the total period of the study the achievement was tested in each class every two months by means of tests constructed as follows: Part A—Give the meanings of four words. Part B—Divide four words into syllables. Part C—Put the proper mark above each letter that has a line under it; as *bite*. Part D—Two content questions. Part E—One thought question. Each test was based definitely upon the work completed by the individual group at the time it was given.

The results of this study have been criticized on the ground that the tests measured merely what the teachers taught. However, the important consideration is not whether the tests measure what the teachers teach but whether the teachers teach what they ought to teach. There can be no fundamental criticism of teaching a child words, definitions and the ability to read smoothly, interestingly, thoughtfully and intelligently. These are important ends of the process, not because of subjective opinion, but because they fit into the social and cultural needs of the individual. That and that alone is the ultimate standard of value. A test that measures achievement along that line is important.

•

(3) The same time was devoted to reading during both years of the study.

The data indicate the following results: (1) The median for the school for the first semester of 1930-1931 was 30.5; for the second semester of 1930-1931, 43.5; for the first semester of 1931-1932, 71.5; for the second semester of 1931-1932, 89.7. (2) The gain between the first and second semesters of 1930-1931 was 13 points and between the first and second semesters of 1931-1932 it was 18.2. (3) The median for the first semester of 1931-1932 was 28 points higher than for the second semester of 1930-1931. (4) The achievement line for the building was more regular during the second semester of the year 1931-1932 than at any other time. It fluctuated only two or three points above and below the 90 per cent. line.

Results of this study indicate that the silent-oral method of teaching reading is more efficient than the silent method. Furthermore, the Stanford Tests given to all 6-A grades in South Bend in February, 1933, re-enforce this conclusion. In paragraph meaning the Oliver School scored 85.2. This was .2 above the city median; 6.5 above the established norm and 5.5 above the Oliver median for February, 1932. In word meaning the Oliver School scored 92. This was 13 points above the city median; 13 points above the norm and 14 points above the Oliver median for February, 1932. These points are all the more significant in view of the fact that approximately 90 per cent. of the Oliver enrollment are foreign.

"Education is not book learning any more. It is book learning plus. The plus is more important than the book. The plus is the making of . . . not merely a sound and inquiring mind but a disciplined and brave spirit."—Newton D. Baker.

Teachers I Could Do Without

By IRL H. DULEBOHN
Superintendent, Bessemer Township Schools
Ramsay, Michigan

This well known contributor takes off his coat and complains. There are six types he abhors. But—well, read it.

YES, I know it's unethical and unprofessional. What I am about to say is petty, and petulant, and wholly unbecoming an executive. But I'm tired of being magnanimous and noble and generous. I'm tired of being continually the superintendent of schools. For the moment I'm going to shut the door, take off my coat, bang my fist on the desk and complain. Furthermore, I'm going to complain about teachers. . . . Why, certainly, they are a good lot. I like them, both individually and en masse. But there are certain types and tendencies among them that I could get along without.

•

First of all there is the timid soul—or the one who pretends to be timid. She says she's afraid of me. Me! Can you feature that? Me, the most harmless mortal that ever walked on two legs! She utters a silent prayer, she says, every time I enter her classroom; wonders if her hat is on straight every time she meets me in the street; regards me as her personal big, bad wolf—and drives me wolfish every time she says it.

In milder terms, she makes me feel that I have missed my calling; that I should have been a truck driver, or the traffic cop at the corner of State and Madison. Big, bad wolf, my eye! If that's all I have accomplished in the way of fostering the mutual confidence and goodwill that should inhere in the relationship between a superintendent and his teachers—well, I guess I should never have left the farm.

My only comfort lies in wondering whether she really is so timid. If she is, how can she stand up and tell me so? Isn't she just affecting this pose as a subtle form of flattery? Or is she unconsciously striving to attain an aggressive psychosis by this constant thrusting of the big stick into my reluctant hands? I wish I knew, because the timid teacher always defeats me. She puts me continually on the defensive where I have neither reason nor desire to be.

•

And then I dislike the sensitive teacher. She is the kind who is always being hurt over something and who will weep all night if it is suggested that her reading scores would bear improvement. Criticism, no matter how mild, is always a bawling out. She is apt to place everything on a personal basis and to attribute praise or criticism to a personal liking or dislike of her. She lacks that invaluable sense of balance. Blame or praise—she just can't take it. I prefer a teacher who can take either or both, gracefully.

•

And then there is the devious-minded lover of intrigue. She can't take criticism either. There is always "something back of it." She is a manufacturer of hidden motives. Sometimes she is merely facetious. "His coffee must have been cold and I was the first one he saw to pick on." Other times she is downright malicious. "He knows the banker's boy is in my room, and he's afraid I'm not going to pass him." In her warped reasoning, no advice or criticism is ever forthright. "He says this and means that." "He does this, but, my dear, can't you see through that?" No, give me a teacher who is straight-minded, clear-minded, one-minded—a mediocrity, if you must—but deliver me from the would-be mind reader—the amateur psychologist.

•

And I could well do without the "They Say" teacher. You know the kind I mean—the kind that comes to me with the best of intentions and says:—

"You know, I heard someone say so and so about you today. Of course, I don't believe a word of it myself, and I wouldn't want to say who said it. I just thought——."

Now, understand me—there are instances in the life of an administrator when words of warning prove invaluable. No one knows this better than I. "A word to the wise, . . ." is an old and well-tried proverb; however, I should like to revise it to read: "A word FROM the wise, . . ." In my experience, the "They Say" type of person is usually little better than an animated amplifier of inconsequentialities. When the lightning is prepared to strike, when something really dangerous is brewing, when things are really about to happen the "they sayer" seldom has anything helpful to offer. When you need him he isn't there. He, poor soul, is just as ignorant of coming cataclysms as you are yourself.

One thing has always puzzled me about the "They Say" folks. How is it that they almost always time their tattle to days

when I am already on tenterhooks over a dozen other perturbing potentialities. They seem to possess an uncanny accuracy in this matter. Just as sure as a blue Monday comes around when everything has gone wrong and the river looks particularly inviting some "They Sayer" is sure to pop in and add his or her load to my already troubled mind. If they'd only come on regular days I could laugh them off, but somehow they never do, and I never can.

That's another thing. How is it, after all my experience with this type of person, that I still give ear to their forebodings? Out of a million or so of these warnings that I must have received, I am unable to recall at the moment a single instance where the predicted disaster was of any significance, and indeed only a scant few where it ever came to pass at all. And yet, as sure as I am sitting here, the very next day things go wrong and I am hot and bothered about something, some one of the clan will sidle up and tell me that so and so is saying such and such. From then on the nightmares will neigh and there will be little rest for my mind until I know the predicted disaster either passed by unrecognized, or, as is more probable, died unborn.

No, I do not like that type of teacher. I know that usually he is merely masking his own feelings behind his unwelcome "they say." Give me instead the teacher who meets me face to face and begins his criticism or his suggestion with the honest words, "I think."

•

And there's the maker of alibis. She is the one, you know, whose failures failed because they were "lazy" or "inattentive," or "mentally slow." Strange, isn't it, that so many of those mentally slow pupils show up so well on intelligence tests? Strange, too, that so many of those lazy and inattentive pupils so often do so well when placed in the hands of a real teacher—one who is not a seeker of alibis.

She is also the misser of faculty meetings because "she didn't get her notice"; the visitor of "sick relatives" in the locality of the boy friend's university, the one who doesn't complete her art project "because the principal didn't send her any paste, and she didn't think it was her place to ask for it." One can tolerate a few aberrations of this sort, but, after all, there are laws—even of chance. Neither the notice nor the paste boy would miss the same person every time. Forgiveness ceases, in time, to be a virtue.

No, I don't like the maker of alibis. Give me instead, the teacher who, when she has a job to do, does it forthwith. If her pupils are lazy, as almost all pupils are, she finds through her own ingenuity some means of jarring them out of their lethargy. Give me the teacher who herself shoulders the responsibility for securing and holding the attention of her class and doesn't seek to shift this responsibility to the defenceless shoulders of the child's deceased ancestors.

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And I dislike the "yes, yes" teacher. She is the one who interrupts you when you've said, "I think," to say, "I think so, too"; who instantly and automatically approves your plans before they are well out of your mouth, and who as instantly and as automatically forgets them.

Such a person can seldom be trusted to think out the simplest proposition; to assume the slightest initiative, or, indeed, to follow any given course consistently for any length of time. That, I think, is her worst weakness. If your plans were the only ones she so thoughtlessly approved she wouldn't be quite so bad. But she "yes, yesses" everyone who comes along. The result is, if her course were plotted on an educational map of some sort, nothing but a very sinuous and agile angleworm would be able to follow it.

One likes to talk to "yes, yes" teachers—at first. When you spring something on them they are all attention. They receive your plans with huzzas of enthusiasm and you are convinced that the educational millennium will date from that large moment. But come around a week later and look for signs of progress. You'll find, upon inquiry, that all, all has been forgotten, and that painful discovery will leave your spirits at a distinctly low ebb.

The only way I have ever found to make even the slightest dent in the case-hardened complacency of the "yes, yes" teacher is to preface your suggestions not with "I think," but rather with, "What do you think?" In the deep silence that follows you can almost always drive home a point or two before she recovers sufficiently to formulate her usual concurrence.

But I don't like the "yes, yes" teacher. I prefer the one who will stand up and call me, in well chosen words, whatever she thinks I am; one who will argue a point until it is clear; one who—well, almost anyone except a "yes, yes" teacher.

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There! Now that's off my chest, I feel distinctly better. But I am most heartily ashamed of myself. I like teachers. They are fine, loyal, high-minded, upstanding people. These negative faults are as nothing when compared to their many good and positive qualities. Here—where's my coat? Open that door. Give me my pencil. I'm going to write mine an honest to goodness letter of appreciation, right now.

A Square Deal for Ruralites

By JAMES T. ANDERSON
State Teachers' College
Kearney, Nebraska

The wide disparity between educational opportunities of the urban and the rural child challenges the nation.

RURAL education constitutes a most important part of American education, and is therefore essential to the well-being of American life. Its importance is apparent from the fact that, in 1931, the National Education Association, the United States Office of Education, and the National Congress of Parents and Teachers united in an effort to direct the attention of both rural and urban educational officials, government officials, the President of the United States, and all the people everywhere to the importance and needs of rural education.

Analysis of data from a publication of the United States Office of Education shows that in 1928 the rural schools employed 136,509 more teachers than did the urban schools. This means that 40.3 per cent. more teachers worked in rural than in urban schools. The data also emphasize the fact that the rural schools outnumber the urban schools by 205,622, or more than 800 per cent. These data further reveal that the rural schools enroll 1,313,006 more pupils than do the urban schools. Stated in another way, the rural school enrollment exceeds the urban school enrollment by 11.2 per cent.

On the other hand, whereas these data show that the rural schools have more school buildings, more teachers and a larger enrollment than have the urban schools, yet they also reveal that $496,208,585 or 65.8 per cent. more is spent for urban than for rural education; that $1,094,948 or 84.7 per cent. more is invested in urban school property than in rural school property; and that the average urban teacher receives more than twice the salary paid the average rural teacher.

On the basis of the total number of teachers and pupils, those engaged in rural education equal almost 60 per cent. of the total school population. Considering the fact that, taken as a whole, all those engaged in organized education constitute more than one-fifth of the entire population of the United States, and also the fact that 60 per cent. of the group of teachers and pupils taken together are found in rural areas, it appears that about 12 per cent. of the total population of the United States is engaged in rural education as teachers, students, and school officials. In other words, the total number engaged in rural education in the United States constitutes approximately fifteen million persons.

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Every state and section of the United States have their rural educational problems, though these problems are probably more noticeably experienced in the agricultural areas. While no statistics are available giving the exact areas occupied by those engaged in rural education, one can visualize the enormousness of the rural school situation from a consideration of the agricultural area of the United States. Arthur M. Hide, then United States Secretary of Agriculture, in speaking before the Department of Superintendence meeting in 1932, said that we have in the United States 986 million acres classified as land in farms, and that about one-fourth of our people depend on agriculture. This area does not necessarily include all those areas in which are located schools in towns and villages of less than 2,500 population.

Looking at the same question from an international point of view it is interesting to note the most significant fact that fully two-thirds of the earth's population are living in villages and in the open country.

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Analysis of an article by Helen Heffernan of a typical situation in California, a state with many large cities, shows the significance of rural education in that state as follows:—

(1) Over 70 per cent. of the elementary school districts of the state of California have schools employing five or fewer teachers. The children in these schools are in most cases not enjoying the advantages offered our urban children. Only as interested and intelligent groups of men and women direct their attention to the solution of the problems of rural education can the educationally under-privileged rural children receive equality of educational opportunity.

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(2) In general, urban children are educated in an environment that is hygienic, beautiful, and constructed in conformity with well-established standards of educational usefulness. Only a small percentage of the rural facilities meet modern educational standards and needs. Many buildings are unsafe, unsightly, unsanitary, and educationally unserviceable.

(3) Because of concentration of wealth in metropolitan areas a reasonable tax rate will support superior quality of education. Because of the uneven distribution of wealth and the inequitable form of taxation many poor rural areas cannot support education adequately in spite of heavy tax rates.

(4) The city requires teachers to be graduates of teacher-train-

(Continued on Page 548)

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Curricular Shakeup

The past year in Bangor, Maine, has been one of re-examining the courses of study and revising them in the light of new experience and knowledge. Superintendent Small indicates the wide scope of this task.

I. W. SMALL—"We have made a thorough revision of the courses of study in the kindergarten and elementary schools up to and including the eighth grades. The entire teaching staff in the kindergartens, elementary schools and supervisors under the direction of the superintendent of schools were organized into committees; each committee was organized with a chairman, a secretary and its allotted members and each committee was given a definite course of study to complete by the closing of the school year in June, 1934.

"The following courses of study were revised and organized: Reading, language, geography, arithmetic, kindergarten, history and civics, spelling, hygiene, drawing, writing, manual training, music, home economics, and some new units were added. The course in physical education has not been completed."

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No Retrogression

From Casper, Wyoming, comes heartening news that educational offerings have not been reduced a single iota. The superintendent credits the citizens for the splendid support, but sometimes good schools account for enlightened, loyal citizenship.

R. S. HICKS—"Teachers' salaries have been cut considerably but we had a salary schedule far above the average for cities our size. Even with the salary cut our teachers are still well paid.

"Not a single educational service has been discontinued. We still have our centralized school for subnormal and atypical children, kindergartens in each building, and full-time supervising principals in all buildings. All the subjects taught in the pre-depression days are still being taught. We have not been niggardly with textbooks and school supplies. Maintenance of plant and upkeep of grounds have been kept up to the same high standard of pre-depression days. All bills are paid as and when due. Teachers' salaries have been paid promptly. Through the co-operation of the C.W.A. we have erected a $70,000 high school stadium and other projects were completed which improve our buildings and grounds.

"Casper has suffered as have all other communities during the depression. We have had our share of citizens who have complained against school costs, but by far the large majority of our citizens have taken a bold stand for the schools. This has enabled us to economize without doing serious injury to the children of our community.

"My feeling is that we have achieved constructively when we can say conscientiously that we have lost nothing which will seriously injure our boys and girls."

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Property Spruced Up

In all Vermont we know of no more earnest, energetic superintendent than G. W. Powers, who heads the schools of Windham Central District.

G. W. POWERS—"Practically every one of the ten towns in this rural district has in some way improved its school property recently. Betterments have ranged from slate blackboards and painting to plumbing, ventilating systems and complete remodeling. At South Newfane, for example, the school building has been completely remodeled and is practically a new building with modern lighting and heating and adjustable chair desks. The C.W.A. has co-operated in several of these projects. We suspect that run-down buildings make for run-down education, and we do not like that sort."

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Vitalized Instruction

Deputy Superintendent Arthur Gould of Los Angeles has an encouraging word to say about the progress of good teaching and good organization in Southern California's great metropolis.

ARTHUR GOULD—"The Board of Education has conducted a survey of the Los Angeles School System. One chief result of this survey has been to unify the whole school system under a single head, the superintendent of schools. This unification has been one of the great needs of the school system for years. The survey sets up, also, six districts in each of which the whole educational program is under the direction of a district superintendent.

"It is significant that education has not stopped in spite of the hard times and the earthquake. Our teachers have arisen to every emergency. There has been no harm to the discipline or to the academic accomplishment of our children. Great credit is due our teaching forces for the high type of morale maintained throughout this trying situation.

"Definite progress has been made in the development of a course of study that will tie up the child's school life with real living. Our curriculum is coming to include problems that per-

tain to life, and the school experiences are being interpreted in a way which will give meaning to the world in which the pupil lives. By breaking up subject matter into units of experience, we have enabled the child to participate in making his own course of study. This represents a real advance in curriculum instruction.

"The apparent determination on the part of many of our high school people to vitalize or humanize the content and procedures of their programs of instruction and thus put into practice the old principle that education begins with the child rather than with the subject, is perhaps the most encouraging development that is now under way in our secondary schools."

All in the Day's Work

By FRANCIS READ

A High School Principal

Bumptious Police

I have just written the mayor a letter in which I told him in plain language just what I think of some of the tactics of the policemen in this city.

There is good reason for me to be incensed. Yesterday three of our freshman girls got started late to school. They dreaded an encounter with the attendance committee as they had been late several times before. They are girls who come from unfavored homes and are badly behind in their work. In their discouragement they drifted into the railroad station and sat down to talk over the situation. They had not made any disturbance.

A big policeman found them there. He gave them no friendly advice. He did not get in touch with their homes or with the school. He ordered the girls into his car, rushed them to the school, and marched them into my office with great gusto. Then he saw to it that a sensational account of the affair was in the morning paper.

The cops in many cities close their eyes to habitual violators of important laws, and then go outside their own spheres to pounce upon defenceless boys and girls who have committed some minor offence. Little wonder that many young people have small respect for policemen.

In Touch with Alumni

My relations with alumni are about the most joyous part of my work.

Our graduates help me in time of need. They keep me in close touch with the outside world. They suggest improvements for the school. When some uninformed or malevolent person starts a slander about the school our loyal alumni are on hand to defend their alma mater.

A letter came today from a prince of a fellow, now in college. I get a different aspect of college life from boys like him than I do from reading the college catalogues. This chap is poor in English; he writes me a letter and then I send it back to him with corrections.

The past few days I have heard from two boys who were conscience-smitten. They owned up that, while they were students here, they took some things that did not belong to them. One sent a generous sum of money, the other returned goods. Both boys recently have had a religious experience.

I wish that some men in high places would get enough religion so that they would restore what they have taken wrongfully.

Pleasant and helpful relations with alumni can come only to the principal who has served for a long period in one school.

ABOUT 16,000,000 different books have been published since the middle of the fifteenth century. Yet the world's largest library, in Paris, does not own one quarter of them.

LATEST Winston books for school libraries: MY POETRY BOOK ($2.50), an anthology that has many unique features—a greater proportion of copyrighted poems than any other anthology, complete poems rather than mere selections, a glossary of unusual words, and beautiful illustrations by Willy Pogány, best loved illustrator of children's books; HO-MING, Girl of New China ($2.00), by Elizabeth Foreman Lewis, whose book YOUNG FU ($2.50) won the Newbery Medal; THE STORY BOOKS OF FOOD, CLOTHES, HOUSES, and TRANSPORTATION (60c each) by the well-known Petershams.

THE modern Sunday school was founded in 1780 in the slums of Gloucester, England, to instruct poor working children in reading and the elements of religion. The church not only had no part in its creation, but for many years bitterly opposed it as an impudent and irreligious movement.

I THOUGHT you would like to know about the success we have had with the use of your typewriting book, TYPEWRITING FOR IMMEDIATE USE, by McNamara, Markett, and Kean. Our median this year increased five words per minute over previous years. I believe that this increase is due to the use of our new textbook."—GEORGE B. PONTZ, Supervisor of Business Education, South Orange, N. J.

ELECTRIFICATION in the United States has progressed to the point where the American people, representing 7 per cent of the world's population, use as much electrical energy as all the rest of the world combined. Which reminds us that USEFUL SCIENCE (Weed and Rexford) is the newest contribution in the field of general science for pupils of the Junior High School level. May we tell you all about this series?

THE Cock-a-Doodle-Doo Department has passed us a letter. It's about WAG—A FRIENDLY DOG, the pre-primer illustrated with action photographs (70,000 copies printed in seven weeks — price, $10.00 a hundred). "A splendid pre-primer—splendid service. Do you want a slogan? 'Winston wins with courtesy.'" Thanks, S. V. H.

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EDITORIALS

Swords and Plowshares

INTERNATIONAL peace structures and pledges of non-aggression have not yet given mankind security. Wars and preparations for wars continue. Nations fail to agree over the curbing of armaments. The black shadow of the murder-machine maker, striving to foment discord, looms large and ugly. Military and naval organizations demand that their respective countries be armed for any eventuality. Suspicion and fear arise not only from natural causes but from false and misleading rumors.

When shall we learn that neither armaments nor pledges of peace can furnish the desired security?

Preparedness against distrust and jealousy; fortification of the mind against sudden inflammation of the passions toward a neighboring nation; unremitting effort to understand and appreciate foreign peoples—all these are tasks which challenge the best endeavors of right-minded leaders.

International concord must ever rest upon the firm resolution of individuals not to be swept off their feet by emotions of hate. Without such bulwarks of peace, material safeguards and even the obligations of treaties will be unavailing.

The basis of peace is peaceable character; the intention to live and let live.

Whosoever in school, in home, in auditorium, in street, or anywhere helps prepare the hearts of human beings for peace—becomes a partner of the ages.

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"Characteristically Enough"

IN ENGLAND they do things differently. For example, the author of a foreign language text which has run through several printings and been used for two decades for the instruction of British schoolboys, recently decided that the time had come for a revision of the book, to bring its contents into line with changed conditions. He wrote to his publishers in London, offering this suggestion. "Characteristically enough," he says, in relating the incident, "my publishers replied that the book was still selling rather well, and they saw no reason for any revision."

Incidentally, the author is not of British origin himself.

What happens in the United States when a textbook has become popular? Not many years elapse before the publishers themselves take up with the author the question of revising the book to include the newest knowledge and the most advanced aids to teaching.

American schools are indeed fortunate in having live publishers who vie with one another to produce the best possible textbooks and supplementary reading and reference materials for young people. No doubt our friends across the water could point out weaknesses in our system of education. But an examination and comparison of schoolbooks would compel the admission that American authors and publishers excel in enterprise and in adaptation of teaching tools to effective use in modern schoolrooms.

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Politics the Children's Enemy

SPEAKING for Massachusetts, Commissioner Payson Smith declared the other day that many of our schools are seriously injured by politics. This is not a new discovery. Nor is Massachusetts by any means alone in experiencing the ill-effects of political influence and patronage.

The prevalence of unemployment has been a large factor in causing the present situation, in which a good many members of school boards quite overlook the welfare of the schools, in order that jobs may be given to friends.

There is a marked difference in the way different superintendents and principals meet these attacks upon the well-being of the schools, and upon the rights of the boys and girls to receive the best possible instruction.

Some schoolmen weakly succumb to the seemingly inevitable, and even go through the humiliating formality of nominating poorly qualified persons whom certain of the board members wish to put into teaching or supervisory posts. Other schoolmen make a show of fighting, but are ignored or, in rare instances, ousted.

Wisest and most to be congratulated are those executives of the schools who possess the requisite courage, tact and leadership to impress upon their boards the fact that the very best of personnel is none too good for the children of their community; and that now, in particular, is the best opportunity there has been in years for securing highly qualified men and women to give and to direct instruction.

Makers of Better Schools

ARCHER L. BURNHAM superintends the schools of Scottsbluff, Nebraska, bringing to that office the fruits of broadening study, travel and military service at the front in France—where, by the way, he was not only company commander and field officer but a leader in educational work from illiteracy crusading to teaching in an American University there. The philosophy of education is his "long suit," and he has taught at summer sessions of University of Nebraska and Colorado State Teachers College. Before coming to Scottsbluff, seven years ago, he was director of Secondary Education in the Nebraska State Department of Education. Nebraska has a strong and able educational leader in this local superintendent with records of statewide and overseas service.

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AGNES SAMUELSON has been re-elected state superintendent of Iowa by popular vote. This is fine tribute not only to her success as an administrator in winning the support of the citizens for her program, but also to Governor Herring, who asked the people to return Miss Samuelson unopposed—despite the fact that she is not of his party. In this case politics was forgotten in the interests of education. Congratulations to Miss Samuelson and the people of Iowa.

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S. V. BREITWIESER stands high in educational functioning in North Dakota and surrounding states. He went forth from Indiana—touched at Columbia for good luck and a Ph.D.—and between 1918 and 1927 you would have found him teaching education at University of California. His doctrine of "Positive Teaching" was presented to our readers November 5, in an article from his pen. Another of his specialties is the social values of education. He was president of North Dakota Education Association last year. He is well known as a lecturer, an author, and an editor. He is proud to hold the membership card Alpha One in Phi Delta Kappa, an educational fraternity which he was instrumental in founding.

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CORA WILSON STEWART is "going strong" as director of the National Illiteracy Crusade. For some years past Mrs. Stewart has been Illiteracy Crusader No. 1 of the United States. She began this work in Kentucky where she organized the "moonlight schools" for adults. She is entering upon an important series of lecture engagements throughout the country in the cause to which she gives herself with rare singleness of purpose and the exercise of all her splendid talents.

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HARVEY H. HALEY, whose pageant of education made such a hit with the State Parent-Teacher group of Arkansas recently, is usually hard at work on the everyday tasks of the superintendency at Hot Springs in that state. His main interest is in raising standards. He is directing an important project in curricular revision for Garland County. His community interests are broad, including boy scouting, Rotary, and playing a church organ. Hot Springs education has responded well to his leadership during seven years of fruitful service.

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HENRY G. ELLIS has been a factor increasingly in Virginia schools for nearly a quarter century. He has been superintendent at Petersburg, Va., almost half that time. Earnest effort to do his job well has been the secret of his success. He was for a while identified with the State Board of Education, and carried through several surveys of county and city school systems. The Virginia Education Association often features Superintendent Ellis on convention programs. His career leans more to the useful than to the spectacular—and that's no disparagement either!

•

HENRY LEE FOSTER has risen to the top position in school administration in his home town. He was born in Longview, Texas, and has had his entire professional career there, climbing from elementary principal to superintendent. He enjoys fishing—yet is a champion of truth and specializes in teaching truth and honesty to students. Most of the time he is busy with the diverse duties of his office and the endeavor to keep abreast of new developments in education.

Winshipisms

"Better be a fanatic than a fossil."

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"There is nothing in arithmetic, grammar, or geography that is more important for a child to know than humaneness."

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"The teacher must have an aim, a definite and inspiring aim, but it must be an aim in which the child individually is the leading factor."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Plowing Without Plows

QUESTION—I just don't know what to do about our lack of books. What would you do?

Answer—This book shortage confronts nearly all teachers. Think of a hard-headed business man sending a hired man out to dig post-holes without a spade or auger; or a farmer sending his man into the field to plow without a plow. It doesn't savor of good business sense to send teachers and pupils into the school without the proper paraphernalia for work. There is a fundamental principle underlying this whole question of textbooks and school supplies. Some successful business men take the school as a matter of course—just a place to keep children busy while they are growing up—and don't appreciate what education and culture really mean to the industry of the country. After all, business thrives just in proportion to the education and culture of the people. The turn of the tide seems to be on. Make your plea first to your principal if you have one; second, to your superintendent; and third, if you don't get results, do a little personal lobbying with your board to get utensils with which to work.

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Backing Down Gracefully

QUESTION—This seems like a foolish question, but it really bothers me. My pupils ask many questions which I cannot answer. I always feel humiliated and fearful lest I lose their confidence. Sometimes I scold a pupil and then find he was not to blame after all. What should I do in such cases?

Answer—Well, that is not such a little question or so foolish after all. It really is a big question, and comes up in all schools. My favorite teacher in college did a lot of self-correcting. Pupils really like a human teacher rather than one of these cocksure-never-wrong-hew-to-the-line people. When you make a mistake don't lose any time in throwing into reverse. We all need a shift of gears these days. I like to be corrected when I'm wrong, for I want to be as nearly right as I can. It is said John Stewart Blackie became hot-tempered, sensitive, and exacting under pressure. "Show me your papers!" he said, as the pupils passed his desk. One lad held up his paper in the wrong hand. "Hold them in the right hand," he called to the young man, who stood still holding the papers up in the left. "The right, you lout," he shouted. "I have no right hand, sir," he stammered. A hiss came from the other boys. The professor hurried to the lad, and throwing his arms about him, begged his forgiveness, then turning to the group who had called him down, said: "I thank God He has given me gentlemen to teach who will call me to account when I go astray." His sincerity captured those boys forever.

It is a good rule to correct yourself immediately and good naturedly as soon as you find you have been wrong.

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Pupils Who Pilfer

QUESTION—We are having an epidemic of pilfering in our school. It doesn't take the form of what we term stealing, but just taking things which are lying around loose, such as pencils, notebooks, trinkets, and the like, and I just don't know what to do about it. Can you suggest something?

Answer—All teachers are pestered more or less by this same thing. I don't know whether it can ever be cured or not, but no doubt the condition can be improved. What makes me say pilfering is almost hopeless of cure is an incident which occurred last night. I attended a church dinner. After the "eats" the leader of the choir took charge, to have some community singing. He asked for a show of song books in the audience, and only a few books were held up. Thereupon he remarked: "We need some more books. I wonder if we can get them?"

"Well," the pastor said, "we bought lots of books, but the folks take them home and keep them just as fast as we buy them."

The leader then lectured the good church people upon this bad habit of taking song books from the church. I guess they do it everywhere. If good, old-fashioned church members with the fear of God in their hearts will take song books, what can you expect of boys and girls of school age? I have often said that what we need in this country is not a new set of children, but a new set of parents who will present a better example. Now, I don't mean to condone pilfering and say it is hopeless. It is a matter of habit, and childhood or youth is the time to determine habits. The teacher should be vigilant and see that the right habits are formed not only in thinking and in all school subjects, but in doing things. Some valuable lessons can be taught from petty stealings. They are in about the same category as pilfering watermelons from the neighbor's patch, apples from his orchard, and things of that kind, which used to be common in my boyhood days. Children might not take dollars, but they do take little things which lie around loose, and which do have value.

All teachers should have a class in ethics. See if you can't get up something of this kind. The first thing, I suppose, is to keep temptation out of the way as much as possible as a protection; the next thing is to build thoughtfulness and will power.

The News Digest
OF EDUCATION

Upward Swing
Discontinued Courses Are Coming Back

WASHINGTON. — Rising budgets in the country's educational systems were reported recently by Miss Bess Goodykoontz, assistant United States Commissioner of Education. After reviewing curtailments in education during the past few years, Miss Goodykoontz said: "Now we are having an upswing in educational budgets throughout the country. More teachers are being employed and some of the courses that were eliminated are being replaced. These courses were mostly cultural, and because some of the public was of the opinion that the schools ought to get back to the teaching of fundamental things, music, recreation, art and literature in many parts of the country were being eliminated. As we build back we are apt to see that many of the things they thought were frills are now really fundamentals."

Big Rush for Teaching Jobs As New York Re-opens Door

NEW YORK.—With the resumption of regular examinations for teaching licenses in the city's public schools, following a three-year moratorium, the number of applicants for some positions has increased to 300 per cent above that of normal times.

Announcement of the first examinations to be resumed brought 1,290 applicants. The positions for which the tests are now being taken are substitute teachers of industrial subjects in day and evening schools. Ordinarily there would be about 400 applicants.

The system of examination fees, adopted by the Board of Education in August, had no effect, apparently, in curtailing the number of applicants. The large number seeking positions in industrial subjects was attributed partly to unemployment in the trades of many with industrial experience, a requirement for the teaching positions.

Since the fee system has been instituted, the number who failed to take examinations after filing applications has decreased from 25 to 2 per cent. It is estimated that the fees will bring the city about $100,000 a year, which will go into the general education fund.

The fees range from $2 for examinations for substitute licenses to two-tenths of 1 per cent of the annual salary for the first year if the examination is for a regular license. A fee of $12 must accompany applications for examination for license as psychiatrist in the Bureau of Child Guidance.

Books Denounced
Clergy Stirred By Evolutionary Viewpoint

HALIFAX, N. S. — Criticism of history books used in Nova Scotia's high schools came to the provincial government from clergymen of two denominations. Two textbooks were assailed—"The Story of Civilization"—placed in use this fall as a Grade 11 text under the government's curriculum revision scheme, and Breasted's "Ancient Times," a Grade 12 book. Their treatment of the origin of life from the revolutionary viewpoint drew the churchmen's fire. In Halifax the Rev. Edward Morris, of St. Matthias's Anglican Church, said a resolution seeking their withdrawal would be circulated throughout the province. The time had come, he said, when "the ravages of lawlessness, atheism, and agnosticism must be halted." In Sydney criticism of "The Story of Civilization" was renewed by the Rev. Alexander Murray, whose denunciation of the book led 1,200 Sydney Presbyterians to call on the Nova Scotia government for its withdrawal.

Marking System Is Assailed As Conducive to Competition

WINNETKA, Ill. — Declaring that the present American school system fostered a spirit of harmful competition by awarding marks and prizes, Perry Dunlap Smith, headmaster of the North Shore Country Day School here, recently called for a new deal in American education that would emphasize collective action rather than the dissemination of information.

"The assumption of most schools and educators that power is gained by knowing something is false," he said, "Power is gained by doing something. What we must give children is not a collection of facts and dates, learned by rote, but the ability to make decisions and face specified situations. Information is not important, but the attitude and mental slant of a student is important.

"Since it seems probable that in the future collective action will assume a greater and greater importance, the primary object of education should be to teach children how to co-operate, how to work with others.

"The system of giving marks inculcates a competitive, selfish attitude which should be eliminated and is being eliminated more and more. Many of the grammar schools learned this lesson long ago and the colleges are just now catching up with them. Professional schools, particularly, such as schools of law, engineering, and medicine, are beginning to teach their students how to act, how to meet situations, how to find out what they wish to know, rather than stuffing them with factual information."

Colleges for Few

ROCHESTER, N. Y.—Higher education for all is doomed in the new era, Dr. Dixon Ryan Fox, new president of Union College, told the State Association of Deans in conference here. The nation, which had been "obsessed" by the idea that everybody was fit for college, is coming to fear that it cannot afford that luxury for all, he said. "On the whole," he said, "the results have been happy for the mass, but it has confused standards. We should not pay heavily out of taxes or endowments to educate second-rate and third-rate minds for leadership that they cannot assume, but pay as heavily as possible to educate first-rate minds. What we are passing through is not a mere depression; it is the end of an era, a collapse of a system, or rather, of a practice."

Nineteen New Schools Built In Alaska, Thanks to PWA

JUNEAU, Alaska.—Young Eskimos and Indians are studying the three R's with their white playmates in modern school buildings this year after construction work which employed 250 men two months. For many years the Territory's schools, outside incorporated towns, have been small, badly illuminated and ill-ventilated, particularly far up North under the aurora borealis, where there are few trees and the cost of hauling building materials is excessive.

The new program provided for nineteen schoolhouses, with teachers' residences, scattered over the Territory, 2,000 miles separating the southernmost school from the northernmost one.

The Territorial and Federal Governments, acting through the Public Works Administration, started early in 1934 a contract system under which only Alaskan contractors and firms were allowed to bid on the $135,000 job.

The Territorial schools are maintained by Alaska and aided by the Federal Government through refund of certain taxes. The ninety-six schools have 5,500 pupils and 300 teachers.

So from Fort Yukon, where many children use dog sleds to go to school, down to Afognak Island, where the little Indians can use kayaks at recess, the little log schoolhouse has been succeeded by well-constructed buildings.

Jobless Youth

Pres. Smith Calls Them Our Biggest Problem

CHICAGO. — Communities should organize at once to provide opportunities for the many young people who are out of school and out of work, Dr. Henry Lester Smith, president of the National Education Association, declared here recently in a radio address. To find a way to enable boys and girls between the ages of sixteen and twenty-five to conserve their initiative, working skills, and character when industry doesn't want them, is, in Dr. Smith's judgment, "the most pressing problem in America. It is one which cannot be put off without grave danger to the republic."

Schools Taxed

N. Y. City Assesses Private Institutions

NEW YORK.—Continuing its drive against properties it holds not entitled to tax exemption, the Board of Taxes and Assessments has voted to restore 120 real estate holdings, including every private school in the city, to the tax rolls. Several of the private schools, it was said, have valuations in excess of the $1,665,000 assessment placed on the Morgan Library, which has been put on the tax rolls. Every finishing school in the city is on the list, it was said, since the board felt that these institutions were purely private enterprises operated for profit and not serving any useful public purpose. No definite estimate as to the total value of the property to be added to the rolls could be obtained. It was said, however, that the total would be at least $20,000,000 and might be twice that sum.

Free Use of Film

700,000 Have Seen Textbooks in Making

PHILADELPHIA, Pa.—More than 700,000 pupils and teachers have seen the film, "Books—From Manuscript to Classroom," which dramatizes the making of a textbook, without advertising bias. Prints are available this term and may be obtained without cost by schools equipped with 16mm. projector. The distributors, the John C. Winston Company, Winston Building, Philadelphia, urge schools to submit requests early in order to be assured bookings as the number of prints is limited. For complete information address the John C. Winston Company.

Prefer Games

Movies Come Second According to Survey

ENGLEWOOD, N. J.—Given their choice of something to do after school hours, the children of Englewood prefer athletics to attending the movies, according to the Better Films Committee of Englewood, which announced its chief findings as the result of a questionnaire answered by 1,500 grade and junior high school pupils. The questionnaire shows that the great majority of children in Englewood attend the movies only over the week-end, and the committee from now on will direct its efforts toward obtaining suitable films on the week-ends, according to Mrs. G. Kingsley Noble, chairman. The committee also feels that the revelation that children prefer athletics to the movies should encourage those organizations furthering boys' and girls' activities.

Commissioners Meet

Conference Slated For Washington

WASHINGTON.—John W. Studebaker, Federal Commissioner of Education, has announced that the annual meeting of State Superintendents and Commissioners of Education in the United States will be held in Washington, D. C., December 10 and 11. Called by State Superintendent Charles A. Lee of Missouri, President of the National Council of State Superintendents and Commissioners of Education, the meeting this year will take up a number of important educational problems. Commissioner Studebaker has urged not only State directors of education to attend the meeting, but also State directors of research or statistics, inasmuch as a number of problems to be considered involve detailed records in relation to the Federal Emergency Educational Program.

Gandhi's Educational Ideas Indicate "Progressive" Leaning

DELHI, India. — Mahatma Gandhi, who has just given up his post as president of the Indian National Congress, recently set forth some of his educational ideas in discussing the teaching of children of the Untouchables, India's vast out-of-caste group whose status he is trying to raise. He has renamed this group Harijans, or God's children.

"I should use no books probably for the whole of the first year," he said. "I should talk to them about things with which they are familiar, and, doing so, correct their pronunciation and grammar and teach them new words.

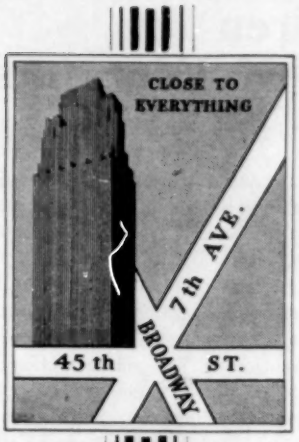
"The teacher will not give discourses but adopt the conversational method. Through conversations he will give his pupils progressive instruction in history, geography and arithmetic.

"It is criminal to stunt the mental growth of a child by letting him know only as much as he can get through a book he can incoherently read in a year. We do not realize that if a child was cut off from the home life and was merely doomed to the school, he would be a perfect dunce for several years. He picks up information and language unconsciously through his home, not in the schoolroom. Hence do we experience the immense difference between pupils belonging to cultured homes and those belonging to uncouth homes, which are no homes in reality."

Campus Politics

Purge Rules Adopted At Colgate

HAMILTON, N. Y.—Convinced that the intrigues of campus politicians often result in the election of inferior men to important offices, Colgate University students have gone on record as favoring a drive to eliminate politics and have taken positive measures to reach their objective. The Students Association has adopted plans which it is believed will result in the nomination of capable students for all offices, with the nominating vested in an executive council. The rule concerning nominations as passed by the students reads in part: "The executive council shall from this date nominate all men subject to the following regulations: Initial announcement of elections should be published in the college paper the second Friday before election. Nominations are to be made in executive council the Monday immediately following the announcement. Nominations are to be published Friday and Tuesday preceding the election. All elections are to be held on the second Wednesday following the announcement. No fraternity may nominate to the executive council more than two men for any election and the neutral body no more than eight."



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Girls Beat Boys

Average Mentality Is Rated Higher

LONDON. — The current London Lancet appraises a recent American medical report showing that mental deficiency is commoner in boys than in girls. The level of intelligence of normal children was tested to see if the sex difference was constant for all types. In order to avoid all differences of environment, including training and general upbringing, says The Lancet, the material examined consisted of 233 pairs of opposite sex twins, who are described as of normal or superior intelligence. In this group of children, tested by what are called "intelligence quota tests," it was found that there was a relative excess of cases of higher intelligence among girls amounting to over 20 per cent. When the figures are more closely studied, however, it appears that exceptionally high levels of intelligence were commoner among the boys. In other words, among boys there are more geniuses and more imbeciles, while over the average level girls beat the boys.

Radio Potent

Should Be Aid To Education

SAN FRANCISCO.—"The future of America," President Sproul of the University of California declared recently, "depends upon our ability to disprove by means of education Lord Macaulay's dictum that democracy is government by count of the polls of the ignorant. Of this process, if it takes place, radio must be an integral part. The public can get its advertising from other media. Entertainment in abundance it can find elsewhere. But nowhere else and through no other agency can the multitude which is Demos come into possession of the cultural intelligence that is essential to the preservation of the national ideals we have inherited, and to the conception of finer, nobler ideals to insure our continuing growth. Through the radio we are given a peculiar opportunity and a special ability to give to those passing out from the schools the opportunities, the benefits and the pleasures of education all their lives, not necessarily by formal instruction but by furnishing current information concerning interesting phases of civilized life, and by providing inspiration that will lead individuals to seek further instruction—in night schools, in university extension divisions and elsewhere."

5,000 Schools

MEXICO CITY.—One of the most important items in the new national rehabilitation program of Mexico is the establishment of 5,000 government non-sectarian schools within the next two years, declares Senor Marte R. Gomez, secretary of finances and public credit, and president of the board of the National Railways of Mexico. The government, Senor Gomez said, "wishes to carry its liberal thoughts to the farthest corners of the country."

Scientists Protest

Claim Rules Bar Qualified Teachers

WASHINGTON. — Asserting that even Nobel Prize winners in science would be barred from teaching their specialties in many high schools because of the system of qualifications that has been set up, the American Chemical Society has announced the appointment of a committee to study what was called "a dangerous situation" in the nation's schools. "The requirement in many States that teachers in high schools, regardless of their training in a particular subject, cannot be appointed unless they have had a prescribed number of courses in schools of education, is developing a dangerous situation not only for chemistry, but for the various sciences, the languages and other subjects," the announcement said. "The result is becoming more intolerable, for it brings into the colleges and universities boys and girls both improperly and insufficiently trained."

Want Movies for Children Under Control of Educators

MINNEAPOLIS, Minn. — Parent-teacher organizations were urged recently to ignore the present motion picture producers, and to concentrate instead on the non-profit production of films solely for education or recreation.

The advice came from Mrs. Robbins Gilman, educator, social worker, lecturer, and spokesman for the National Congress of Parents and Teachers. "Local boards of education and recreation," she said, "should have their powers extended to provide and administer all recreation for minor children in their communities, including movies." She added that "motion pictures for the recreation and instruction of youth should be produced, distributed and exhibited by educators, dramatists, and playwrights of professional standing."

The National Congress of Parents and Teachers proposes, Mrs. Gilman stated, the formation of new production companies, new distribution agencies, and public supervision and control of leisure-time opportunities for children and youth. "It suggests," she declared, "that recreation is for public welfare, not private profit. It urges the use of this tremendously important mechanism as a visual aid to education because of its effectiveness and its great economy. It asks that all agencies interested in civilization co-operate in securing the necessary legislation. The purpose of the producers, distributors, and exhibitors is financial profit. The aim of the Parent-Teacher Associations is child welfare."

Unfair to Youth

Wrong Time for Minimum Programs

HARRISBURG, Penn. — Classifying public school finances in Pennsylvania under the heading of "big business," Dr. James N. Rule, superintendent of public instruction, issued information on the subject which was presented at the Citizens' Conference on School Recovery. Economic conditions of recent years have placed present and future school finance matters in a difficult position, the State Superintendent remarked. Local school tax collections have dropped this year to about 70 per cent. At the same time there has been a 40 per cent increase in high school enrollments. "Public education costs in many school districts," he said, "have been reduced to a minimum to meet a minimum program. Our wide-awake youth and changing times demand more than a minimum program in preparation for the future."

Teacher Quits

Made Ill By Row Over Flag Draping

SYRACUSE, N. Y.—Pompey Hollow's twelve-pupil school was without a teacher recently as Miss Marie Pomillio, of Rome, giving "illness as a result of a nervous strain" as her reason, quit the job. She was the second successor to Miss Esther De Lee, dismissed by a trustee of the school in an argument over the display of the American flag. Miss De Lee filed a legal appeal with the State Department of Education through her attorney, D. Francis Searle, of Rome, after clinging to her place at the one-room schoolhouse for nearly a week after James M. Armstrong, the trustee, ordered her to leave. Miss Pomillio reported at the schoolhouse at 9 o'clock in the morning and sent the pupils, including three of Mr. Armstrong's children, home half an hour later. Mr. Armstrong was there. " I am sick," she told him. "The nervous strain of this job is too much for me, and I don't know whether I'll come back or not." Miss De Lee was dismissed early in November after she and Mr. Armstrong differed about whether a large flag, brought into the school after the rope had been stolen from the flag pole, should hang over an alcove. She substituted a smaller one which would not "interfere" with school activities.

Literacy Drive

State Has Launched Seven-Year Program

RALEIGH, N. C.—North Carolina's seven-year adult education program, launched in the mountain regions of the State, is approaching the end of its first year, with a record of success. A training school, the largest ever held in western North Carolina, has been concluded at the Teachers' College at Cullowhee. Asheville and other metropolitan centres are co-operating in the program, which is indorsed by the State Department of Public Instruction. Soon there will be 4,500 men and women enrolled in schools in thirty-eight counties, while a large number of children will be enrolled in special nursery schools. Since December, 1933, North Carolina has trained 500 teachers to work in adult education at the State's various teachers' colleges, and numerous institutes have been held, with gratifying results. North Carolina will continue its battle against adult illiteracy, through its seven-year program, which is expected to gain impetus as time goes on. Interest has been shown to be on the increase in every section in which work has been done.

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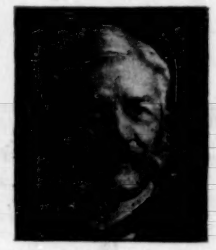

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Exchange of Scholars

Rhodes Plan Extended By Henry Fund

NEW HAVEN, Conn.—The offering of six Henry Fund fellowships to American students for a year's study at Oxford or Cambridge has been announced here. Each fellowship has a value of $2,500. The Charles and Julia Henry Fund was established by the will of the late Lady Julia Henry "in the earnest hope and desire of cementing the bonds of friendship between the British empire and the United States." The income provides fellowships for British subjects who study at Harvard or Yale and for Americans who study at Oxford or Cambridge. The American committee of management consists of President James B. Conant, Jerome D. Greene, and Dean A. Chester Hanford, who represent the Harvard Corporation, and President James Rowland Angell, Carl A. Lohmann, and George Parmly Day, of the Yale Corporation.

"Plant Walnuts"

Forester So Advises Tennessee Children

NASHVILLE, Tenn. — By planting black walnuts along Tennessee fence rows, schoolboys could increase the annual earning power of the State by $15,000,000, according to Donald R. Brewster, national forest examiner for the Appalachian hardwood area. In addition to making this economic contribution to their State, the boys would be helping the cause of forestry by saving the walnut tree from extinction, he said. "The black walnut is the most valuable of all American trees," he declared. "It is getting scarcer every year. It is native to every county within this State, and it is plainly Tennessee's duty to save it."

Near Yet Far

LINCOLN, Neb.—Five children in two families live across the street from the Lakeview School, but they have to walk a mile and a half to attend another school. The Lincoln School Board has been appealed to, but can find no solution to the problem. The Lakeview School is situated adjacent to the city limits and the families across the street live in a rural school district. Their children can be admitted to the Lakeview School directly opposite their homes only on payment of tuition fees which they are unable to afford in these days and times.

Sororities Costly

COLUMBIA, Mo.—A survey of 15 per cent of sorority members and the same number on non-members at the University of Missouri shows that sorority women spend about $180,000 a semester for clothing, against $65,000 by non-members. Sorority members spend most of their money for fur coats; the largest item on the independent budgets was for sports and campus dresses.

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Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

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Publishers of Song Books; Choral and Orchestral Music; Operettas

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Photography For Schools

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School Architects

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ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

A Square Deal for Ruralites

(Continued from Page 537)

ing institutions, to have had successful teaching experience, and to give evidence of professional growth in service. The rural teacher is in general less well trained, is frequently inexperienced, and receives a salary approximately four hundred dollars per year less than the urban teacher.

(5) The progressive city school offers a differentiated curriculum adjusted to the needs of children of varying abilities and interests. The formal program is enriched by the addition of appreciational subjects designed to cultivate the aesthetic, emotional, and spiritual qualities of the child. The rural school too frequently has a dearth of the newer subject matter. The school program deals with children as a group and little time is taken to discover individual aptitudes and abilities. The outworn and traditional still dominates the rural curriculum to such an extent that little time is available to develop knowledge, habits and attitudes essential to successful living in the modern social order.

Those who attack the program of public education in the United States often assert that we cannot afford to educate all the children at public expense, whereas a little more careful reflective thinking will lead all loyal Americans to conclude that we cannot afford to neglect the education of any class or group of children in the United States; that the education of all children, both rural and urban, is essential to the continuation of a democratic form of government.

In conclusion, it may be said that rural education is significant because of the large number of persons affected, the enormousness of the area covered, the large investment involved, and the relation that it bears to state and national welfare. Democracy in education is not being realized at the present time. The rural education problem presents a challenge to educational leaders, government officials, and the general public.

The Alcove for New Books

The High School Principal

HIGH SCHOOL ADMINISTRATION AND SUPERVISION. By Philip W. L. Cox, New York University, in collaboration with R. Emerson Langfitt, Instructor in Secondary Education, New York University. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

A more comprehensive handling than this of the problems which daily confront the high school principal would be hard to find in any recent volume.

Not dogmatically but in the light of experience and thinking, the writers have set down specific answers to those hundreds of questions which every executive in secondary education sooner or later asks—or wishes he might ask of some authority.

The principal has a highly complicated job. He may not only avoid many pitfalls but greatly improve his service to his pupils and his community through knowing what others have done in situations similar to his own, and how each one of his minor perplexities fits into the complete picture of his job.

The two members of New York University's faculty in education who have produced this book have thereby rendered practical assistance of the finest sort to the high schools of America and to those directly responsible for the management of those schools.

• •

World Is So Little

HOW WE HAVE CONQUERED DISTANCE. By Maybelle G. Bush, State Supervisor of Elementary Schools, Madison, Wisconsin, and John H. Waddell, Assistant State Superintendent, Madison, Wisconsin. New York: The Macmillan Company.

No single phase of man's achievement through the ages is more dramatic, nor more typical of his inventive genius, than his developments in transportation and communication. "How We Have Conquered Distance," by Waddell and Bush, is therefore fortunate in the intrinsic interest of its subject. Happy, too, has been the treatment, both in text and illustration.

The book is designed for pupils in the elementary grades, and the style is appropriately straightforward, graphic and simple. All the important step-ups from the earliest times to the present appear to be included. The primitive boat or dugout; the wheel; the sailboat; the application of steam to boats and locomotives; the ocean liner; the steam and electric trains; the horseless carriage that became an automobile; the airplane and the airship—all these are described and depicted in orderly sequence. Then the narrative drops back to cave man days again, and traces the origins of the alphabet and number symbols; the making of books, by hand at first and then by the printing press; and so on down to the telegraph, the telephone, and radio.

We can think of only one thing this delightfully absorbing book lacks, namely a chain to prevent pupils running off with it to read when they have "lessons" to do!

• •

Man's Long Climb

DIRECTED STUDY GUIDE in the Origins of Contemporary Civilization. By Alice N. Gibbons, Head of Social Science Department, East High School, Rochester, New York. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This "Directed Study Guide" is as keen-eyed and as sure-footed as any guide you might engage in Switzerland to lead you up steep mountains. The summits reached in this case are the so-called civilizations attained by various races of mankind.

Much more than a skeleton or syllabus is this text. It tells the student whither he is going in the course, and why. It prepares him with alluring previews for the work of each unit. It suggests pertinent questions to be answered and tells where to find the answers to most of these. It deals with man's progress in socialized living: his forward and his backward steps. Here are both the horizontal and the vertical views of history.

No one can follow this guide without learning pretty thoroughly the story of how our civilization came to be what it is—socially, economically, culturally, and politically.

The method here employed combines the breadth of diversified readings with the clear objectives imparted by a true teacher. Study of world history under such auspices should be delightful as well as stimulating and richly informative.

• •

English of Commerce

MODERN BUSINESS ENGLISH. By A. Charles Babenroth. Revised by Peter T. Eard, Columbia University. New York: Prentice-Hall, Inc.

Time was, and not so long ago, when "business English" had only a bowing acquaintance with the English of the rhetoric or the grammar.

Two developments have now taken place. "Business English" has improved in style and quality, through acceptance of composition standards that apply to other literary forms. No longer are the stereotyped phrases formerly employed in business letters deemed excusable.

At the same time this betterment of business English has taken place there has been a growing recognition of its separate entity and its title to special study by persons preparing themselves to enter the world of industry and commerce.

"Modern Business English," by Babenroth and Eard, contains a broad and helpful handling of the subject. It is at once a smoother-away of rough corners and a manual in the better practices of the more enlightened users of English in the service of business. English as a tool for the accomplishment of definite aims, such as selling goods and collecting bills, is offered in precept and example and in constant drill and setting. An integral part of the book is the "Personal Progress Record."

The book should be a valuable adjunct to the training of commercial workers in high schools or special schools of business.

• •

MODERN EUROPE. By Harrison C. Thomas, Richmond Hill High School, New York City, and William A. Hamm, Walton High School, New York City. New York: Henry Holt and Company.

Two history teachers, desiring a textbook in Modern European History that would fit more precisely into their own plans of instruction, wrote this book, and it is now available for others who may find it suited to their uses.

It is not so much a chronological narrative as a study of present institutions and situations in the light of their respective evolutions during the past two or three centuries. In other words, the arrangement of the work is topical. The student is led to thoughtful consideration of nationalism, imperialism, democracy, and such antitheses of democracy as are seen in communism and fascism. The book is concerned with truly vital matters, and it stimulates intelligent analysis of broad, basic questions having to do with national and international policies.

Dealing as it does with many matters which are still unsettled and in flux "Modern Europe" necessarily contains some opinions which will not be accepted universally. Indeed, the authors regard it as highly important that pupils learn to challenge statements of opinion in this and other books.